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ABSTRACT

GRADES OR AGES: Grades 7 through 12. **SUBJECT MATTER:** Speech. **ORGANIZATION AND PHYSICAL APPEARANCE:** Following the foreward, philosophy and objectives, this guide presents a speech curriculum. The curriculum covers junior high and Speech I, II, III (senior high). Thirteen units of study are presented for junior high, each unit is divided into objectives, suggested activities, teachers' suggestions, evaluation, and resources. The guide is lithographed and spiral bound with a soft cover. **OBJECTIVES AND ACTIVITIES:** The objectives are listed for each unit. Activities are listed in detail for junior high, less information is presented for senior high. **INSTRUCTIONAL MATERIALS:** Books, films, and records are listed under Resources. **STUDENT ASSESSMENT:** Provision is made for evaluation. (MJM)

ED 072041

NEDERLAND INDEPENDENT SCHOOL DISTRICT

SEPTEMBER, 1968

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EXPERIMENTAL EDITION, 1968



7 THROUGH 12

E. H. McKenzie, Jr.
Superintendent of Schools

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for Instruction

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FOREWORD

This experimental edition has been developed for the use of Speech and Drama teachers in grades seven through twelve. Speech and Drama teachers representing all of the grades participated in the 1968 Curriculum Project's. This guide is a result of their project activities.

This guide is not a prescription but a curriculum model containing suggestions for teachers.

In keeping with the long range curriculum guide revision procedures, teachers using this guide are asked to make pencil notes wherever additions or deletions are felt necessary. These notes will be helpful in developing a supplement and/or preparing future revised editions.

Expressions of appreciation are extended to the personnel who developed the guide. Much credit for the successful development of this guide is due to Mrs. Karen Sue Allen, the Coordinator of Curriculum. Because of the sturdy support of the Superintendent, Mr. E. H. McKenzie, Jr. and the Nederland Board of Trustees, curriculum guides in all subject areas are being developed.

Curriculum work has not only been purposeful and serviceable for the Nederland School System, but requests have been received from over three hundred schools throughout the United States and Canada. Nederland curriculum guides have national listings in such publications as the Association for Supervision and Curriculum Development Catalog.

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I. PHILOSOPHY OF THE INSTRUCTIONAL PROGRAM

Whatever we do in Nederland's instructional program depends upon what we think children are like. The goals we seek, the things we do, the judgments we make, even the experiments we are willing to try, are determined by our beliefs about the nature of a child and his capacities. If we recognize that children are uniquely different - in physical growth, in intellectual power, in social maturity, in readiness, in ability to learn, in any human attribute - then every effort should be made to provide a personalized educative experience for each child.

This personalized educative experience can be an attainable goal - even though it seems unreachable at times - under the following conditions:

- | | |
|-------------------------------|--|
| Children are Different | 1. Instructional arrangements are based on the fact that children move toward maturity at diverse and uneven rates of progress; |
| Continuous Progress | 2. Though diverse and uneven, the movement toward maturity is permitted to be a continuous movement - a movement unhindered by unnecessary repetition of subject matter, rigid instructional arrangements, and an evaluation of a child's progress based on arbitrary measures of promotion. |
| Teachers are Different | 3. The variability in the instructional staff, i.e., marked differences in experience, philosophy, and competence, is considered as an asset rather than as a liability through effective and efficient staff utilization practices; and |
| Organizing for the Individual | 4. The placement of a child is conceived as a flexible arrangement for providing him personalized educative experience.
Grouping arrangements are considered as fluid and flexible patterns of organization by administrative, supervisory, and instructional personnel. |

We believe that every child should have the opportunity to experience some success in accordance with his abilities. In brief, we hope to reduce the necessity of repetition of materials and to reduce the gaps in the learning experience of each child. We feel that this can best be done in an environment as described in the above paragraph.

We further believe that the objectives of the instructional program shall be compatible with the instructional philosophy.

II. OBJECTIVES OF THE INSTRUCTIONAL PROGRAM

The objectives of the instructional program can be stated best by describing the function of the school, the means of fulfilling the function, the organizational structure, the provisions for individual differences, and the type of pupil progress needed.

School Function: The schools shall be learner centered - designed to provide a personalized educative experience for each child. Every effort shall be made by the professional staff to develop the learner as an individual and as a member of society. The needs of the individual will determine the type and amount of subject matter to be covered.

Means of Fulfilling Function: The focus of the instructional program shall be on ways of knowing and thinking. The emphasis will be on the individual. Subject matter will be molded into an instructional pyramid which shall consist of three parts. Basic instructional activities, enrichment activities, and extra-curricular activities. Activities directly related to each part of the pyramid will be stated in terms of sequential patterns of learning. These sequential patterns are designed to serve as dimensions in learning and to provide broad guidelines for the professional staff. These patterns will reflect a broadening of activities from the beginning point of the pyramid and continuing on an infinite basis.

Organizational Structure: A grade structure is considered to provide a framework for administrative operations. However, a graded structure shall not be construed to be a device which would restrict the progress of the child nor limit the instruction to be offered.

The vertical direction of the structure shall provide for the continuous, unbroken progression of all learners, with due recognition of the wide variability among learners in every aspect of their development.

The horizontal direction of the structure shall permit flexibility in assigning pupils to instructional groups that may range in size from one pupil to as many as a hundred or more.

Provisions for Individual Differences: Individual differences in many aspects of development shall be recognized by the professional staff and used in planning highly individualized programs.

Type of Pupil Progress Needed: Provision shall be made for both differentiated rates of progress and variations in kinds of programs, according to individual needs and abilities. Insofar as possible, each student shall have an instructional pyramid designed for him.

Board Action--December 14, 1964

INTRODUCTION

In the course of life, parents listen eagerly for their child's first word. Long after death, his actions will be eulogized in the spoken word. Since our speech indicates the inner man, let us each resolve to excell, to select and aspire to the highest form of communication in our life-- Speech.

GENERAL OBJECTIVES FOR THE SPEECH CURRICULUM

1. To develop good listening habits as an adjunct to good speaking.
2. To develop a strong respect for free speech as basic democratic responsibility.
3. To encourage use of effective speech habits in daily activities such as other classes, extra curricular activities and life situations outside the school.
4. To encourage logical and critical thinking.
5. Assist the individual to discover speech needs, abilities, and problems, and help him to gain insight regarding these.
6. To develop a healthy creative urge.
7. To survey the development of the theatre as a part of our cultural heritage.
8. To introduce student to drama as a form of literature.
9. To participate in theatre activities having practical value in later life.

JUNIOR HIGH SPEECH

JUNIOR HIGH SPEECH

- I. Adjustment to the Speaking Situations
- II. Story Telling
- III. Listening and Structive Criticism
- IV. Demonstration Speech
- V. Informative Speech
- VI. Impromptu Speech
- VII. Choral Reading
- VIII. Parlimentary Procedure
- IX. History of Drama
- X. Introduction to Stage
- XI. The Skit
- XII. Pupptery
- XIII. Radio

UNIT I--ADJUSTING TO THE SPEAKING SITUATION

Objective

To develop the ability of the student to communicate with poise by effectively controlling fears and anxieties.

Suggested Activities

1. Plan a speech notebook which students will maintain throughout the year. This will contain class notes, speech topics, outlines and speech material, evaluations and other related material.
2. Arrange students in groups of two, preferably pairing class members who do not know each other for an introduction activity--Allow five minutes together so each can find interesting information pertaining to his partners background.
3. Have students introduce themselves telling at least five interesting facts about himself.
4. Have class participate in a "man on the street interview".
5. Invite an outstanding member of the community to speak to the class and discuss speech in term of his position.
6. Using Reader's Digest have students select, cut, and present short prose selections to class. Allow about 25 minutes for preparation.
7. Ask students to bring to class short poem, amusing anecdote, or favorite prose selection to read aloud to the class.
8. Present a "To Tell the Truth" program. Have each student write short biography. Select a panel, contestants, and moderator. Have the moderator read the biography of one of the three contestants. Then let the four panelists question the contestants and guess the real one.
9. Begin a study of vocabulary improvement that will be continued throughout the year.
 - a. Have students put a word a day into a special notebook.
 - b. Make list of colloquialisms and replace with correct phrase.
 - c. Make list of over-worked expressions "you know," and "all that stuff" and encourage students to eliminate them from their vocabularies.
10. For the beginning speech class the adjustment period is often a good time to introduce some simple forms of pantomime.

11. Devote class time toward a discussion on every day conversation, listing characteristics of a good conversation.
12. Through discussion formulate the characteristics of a good performance--poise, posture, appearance, eagerness to communicate, and good grooming.
13. In order to meet the objective stated in this unit the demonstration speech should be assigned to each member of the class. The speech should be a minimum of two minutes, with each student showing his audience the use of his object.

TEACHER'S SUGGESTIONS OR ACTIVITIES ENJOYED WITH THIS UNIT

EVALUATION

1. Did the student approach the beginning speech assignment with enthusiasm?
2. Has good rapport and class morale been firmly established?
3. Is the classroom atmosphere informal enough to insure speech activities?
4. Can the student begin to look at himself objectively and see his mistakes without feeling inferior?

RESOURCES

Books

Monroe, Alan H., Principles and Types of Speech, Scott Foresman and Company, New York, 1935.

Records

Hear How to Improve Your Vocabulary and Speech. Cartoon.

I Can Hear It Now - Series 1919-1949

Films

Stage Fright and What to do About it. (Speech Series) 10 min.
B & W Association Films Incorporated

Building Self-Confidence. Filmstrip of the Month. 39 frames.
Color

UNIT II--STORYTELLING

Objective

To develop readiness for greater appreciation and enjoyment of good literature.

Suggested Activities

1. Evaluate the differences in types of stories. Explain how various forms have endured through the years. Students will select and prepare one of the following.
 - a. Fairytale - begin unit with each student telling a familiar fairytale
 - b. Folktale - a story that deals with the customs of a race of people
 - c. Biography - the story of a famous person. Tell the different aspects that made the person great.
 - d. Novel - tell a small incident that took place in the story. Be able to relate the experience to the problem of today.
 - e. Contemporary story - read a story in a recent magazine. Tell the complete story. This story may be dramatized by the student if he so desires.
2. Practice different dialects associated with regional stories.
3. Assign one story where the student will prepare written introductions for the setting, background of the story and author.
4. Provide class with systematic plan for preparation and presentation of story.
5. Teach techniques: see it; feel it; shorten it; expand it; master it; repeat it.
6. Tell "run on" stories (creation of original story on the spot, stopping at high-point of interest for another to continue)

Evaluation

1. Did the student's characterization show effort and understanding?
2. Did the student show good rapport with audience?
3. Did students use of facial expression relate understanding of story?
4. Did student enjoy telling stories?

Resources

Books:

Burt, Grace A. The Art of Expression. New York, D. C. Heath & Co., cc 1905.

Records:

Stories of Mark Twain - by Walter Brennan and Brandon de Wilde
A Thurber Carnival. Columbia, 1 record by James Thurber

UNIT III--LISTENING AND CONSTRUCTIVE CRITICISM

Objectives

To develop an important technique and skill of listening and recording factual information.

To provide students with a criteria for evaluating the quality of oral communication.

Activities

1. Listen to a radio or television speaker. Write main ideas the speaker wished to convey in the order in which he expressed them.
2. Play game of "gossip" with the teacher starting a sentence, and the members of the class passing it on. The students always enjoy hearing the changes made during the course of travel.
3. Discuss listeners responsibilities
 - a. Give speaker your attention
 - b. Ask worthwhile questions
 - c. Be open minded
4. Rewrite a short paragraph and "chop" out all "deadwood"
5. Have students make a chart as they go through a regular school day recording their time spent listening.
6. Discuss all the "small" and "big" sounds that are heard during the day. Have the students sit for two minutes and record all the sound they hear.
7. Have the students make a list of all the listening experiences they have during one week; telephone conversation, radio, television, etc.
8. Have the students listen to the evening news for two days. The first day he should busy himself with another project while listening and the second day only listen. After each day he should summarize the news and compare the two.

Evaluation

1. Did the student become aware of the necessity to listen with the whole body and not just hear?
2. Does the student know the correct procedure to follow in order to improve his listening?

Resources

Books:

Chase, Stuart, "Are You Listening" Reader's Digest, (December, 1962), p. 80.

Records

Objective

To involve the student with a familiar concrete object. Help him overcome his shyness, for he has a source outside himself upon which he can concentrate.

Activities

1. Give historical background of a concrete object--for example eye glasses.
2. A demonstration by the teacher always makes the task easier for student.
3. Study the correct organization so that the audience will stay with the speaker throughout the speech.
4. Bring well-known object to class and have group discussion about the use and purpose of the object.
5. Some good objects for demonstration:
 - a. Flashlight
 - b. Patterns
 - c. Floral Arrangement
 - d. Dolls
 - e. Indian Artifacts
 - f. Training an Animal
 - g. Referee's Football Signals
6. Discuss with class procedures of showing the object to the audience.
7. Review techniques to be acquired during this speech.

Evaluation

1. Has the student improved the organization--introduction, body and conclusion of his speech?
2. Has the student progressed toward a better delivery?
3. Is the student approaching the speaking situation with less fear?

Resources

Books:

Woolbert, Charles H., Fundamentals of Speech, Harper and Brothers Publishers, New York, 1920

RecordsFilms

Planning Your Talk--11 min Black and White, Associated Films Inc.

Using Visuals in Your Speech--McGraw Hill Films.

UNIT V--INFORMATIVE SPEECH

Objective

To help the student develop skills in finding and reporting interesting facts about the past, present and future.

Activities

1. Discuss the different sources of speech material--the speakers knowledge, other people, periodicals and books.
2. Discuss putting research material together into correct speech form.
3. Do library survey.
4. Have a group project, where the class researches a current event and compiles the material into a report.
5. Practice handling the three parts of a speech: introduction; body; conclusion.
6. Work on improvement of delivery: natural gestures; eye contact; effective use of voice; elimination of speech mannerisms and extreme stage fright.
7. Give a five minute speech to inform.

Evaluation

1. Has the student progressed in delivery of a speech?
2. Did the student use the correct pronunciation and oral procedures?
3. Did each student have an opportunity to deliver his speech before an audience?

Resources

Books:

Platz, Mabel, Anthology of Public Speeches, The H. W. Wilson Co.
New York, 1940.

Moshee, Joseph A., Complete Course in Public Speaking, The MacMillan Co., New York, 1916.

Gdenpaul Associates, Information Please Almanac, McGraw, 1960.

RecordsFilms

UNIT VI--IMPROMPTU SPEECH

Objective

To stimulate student's imagination and inspire creative thoughts and oral communication.

Activities

1. Give student a topic with a phrase or a single word.
Let the student take five minutes in which to prepare a short speech concerning the phrase or word.
2. Use inanimate pictures to inspire idea of being the inanimate object.
Express feeling of object as if it had life.
3. Discuss object with association to everyday life or domestic situation.
4. Grab bag experience: Let child grab for article in paper bag.
The article will be topic of his speech--its usefulness.
5. Use creative dramatics in portraying object in pictures or bag.

Evaluation

1. Did students enjoy pretending?
2. Was participation due to grade motivation or just enjoyment.

ResourcesRecordsFilms

UNIT VII--CHORAL READING

Objective

To develop teamwork and allow the student to receive satisfaction in doing what his classmates are doing.

Activities

1. Do background work on choral speaking, discuss its origin and importance towards the development of speech.
2. Learn physical directions.
3. Discuss "good" and "bad" literature to use in choral speaking.
4. Arrange students according to voice pitch.
5. Acquaint student with choral readings and how they are used
 - a. Pledge of Allegiance
 - b. Lord's Prayer
 - c. Cheers for Athletic Events
6. Discuss and experiment with different types of readings.
 - a. Unison
 - b. Antiphonal
 - c. Refrain
7. Allow class time for drills on pitch and expression. Have a paragraph where words are underlined to indicate change in pitch and circle words of expression.
8. Study the ways in which pitch changes with moods (anger, fear, surprise, joy).
9. Have students choose poems that convey various moods and study these.
10. Introduce students to vocabulary associated with choral reading.

Evaluation

1. Did the student show an understanding of choral reading?
2. Did the student enjoy this unit?

Resources

Newton, Muriel B., The Unit Plan for Choral Reading, Boston and Expression Company.

Hane, A. C. Selections for Choral Speaking, The Expression Co., Boston.

Keppie, Elizabeth E., Ledberg, Conrad, Speech Improvement Through Choral Speaking, The Expression Co., Boston.

DeBank, Cecille, The Art of Choral Speaking, The Walter Baker Co., Boston.

Records:Films:

Using Your Voice (Speech Series) 11 minutes--B & W--Associated Films Inc.

Let's Try Choral Reading--Indiana University Films

UNIT VIII--PARLIAMENTARY PROCEDURE

Objective

To develop more responsible citizens and to use the rules that apply to democratic procedures of our government.

Activities

1. Write a constitution (this will teach students the art of setting up bylaws)
 - a. Name of Organization
 - b. Purpose and Powers
 - c. Membership requirements, methods of selection and termination
 - d. Officers and their Duties
 - e. Committees
 - f. Meetings to be Held
 - g. Finances (How money can be handled)
 - h. Methods of Amending the Constitution
2. Have a mock meeting
3. Discuss the occasions where parliamentary practice is used.
4. Study a vocabulary list for comprehension and spelling

adjournment	parliamentary procedure
amendment	motion procedures
postpone	proposition
proposal	
5. Select a controversial issue--Hold a class discussion for the purpose of proposing a solution to the issue--Be sure rules of order are observed.

Evaluation

1. Does the student have a greater respect for effective parliamentary procedure?
2. Does the student understand the procedures necessary to organizing and conducting a formal organization?
3. Could the student effectively pass a written exam?

Resources

Books:

Hills, Paul, Seth A. Fessenden, P. Merville Larson and Joseph A Wagner,
Speech for Today, St. Louis, Missouri: McGraw Hill Book Co., 1965

Robert's Rules of Order, Revised New York: Scott, Foresman & Co., 1915.

Hobby, Oveta, Mr. Chairman, The Economy Company, Fort Worth, Texas

Records

Films

UNIT IX--HISTORY OF DRAMA

Objective

To introduce the history of drama to the students.

Drama began in Greece in the sixth century B. C. An alter was erected to the god Dionysus in an open spot at the foot of a hillside. Citizens from nearby villages sang and danced around the alter. The goat, sacred to Dionysus, was sacrificed as the climax of the festival commemorating the god's death.

The Dionysian festivals evolved into dramatic contests, the first of which was won in 534 B. C. by Thespis, who stepped from the chorus to recite previously composed lines. This created dialogue between the chorus and himself. He was the first actor, and the term Thespian is still applied to actors.

Three great tragedy writers were:

Aeschylus (525-465 B. C.) Oresteiatrology
 Sophocles (497-406 B. C.) Oedipus Rex
 Euripides (480-406 B. C.) Medea

Only men acted on the stage. They wore long priestly robes and huge masks. They performed in what was considered a religious nature.

Greek tragedy had definite conventions which were never violated.

1. Unity of time--successive events which followed each other without lapse of time.
2. Unity of Place--limited the action to one locale.
3. Unity of Action--a series of closely related events

The most famous of the Greek theaters was the Theater of Dionysus at Athens. Three pieces of stage equipment are credited to Greek ingenuity.

1. Maachina--a crane like device operated from the rool of the skene building.
2. Eccyclema--A movable platform rolled or pushed onto the stage. Results of interior action is shown on the eccyclema.
3. Periaktoi--A three sided piece of scenery placed on both sides of the stage--Scenes were painted on each side.

Roman Theater

The Romans introduced pantomimes into the drama. A leading actor lost his voice during a performance and since he felt that the show must go on he used mimes to go on with the show.

Medieval Drama

The drama owed its revival, like its origin, to religion. Priest introduced into their rituals dramatic representations of great Biblical events.

1. Mystery Plays--illustrate Bible Stories
2. Miracle Play--Depicted the lives of the saints.
3. Morality Play--Depicted the principles of right and wrong.
Symbolic characters were represented by abstract qualities.

Evaluation

1. Did students ask questions about theaters?
2. Did students understand new vocabulary?

Resources

Books:

Records:

Films:

UNIT X--INTRODUCTION TO THE STAGE

Objective

To acquaint the student with the stage and its terms.

Activities

1. Teach students basic techniques and terms; movement, business, voice projection, etc.
2. Learn simple stage areas.
3. Have activity where students move on stage (similar to musical chairs)
4. Do drawings of stage and labels in areas, down stage, center stage etc.
5. Take students to theatre and point out areas and lighting.
6. Do drawings of the different stages

Evaluation

1. Did the student achieve and understanding of the three stages?
2. Did the student acquire a knowledge of stage's lighting system?
3. Could the student effectively move on stage?

Resources**Books:**

Morosco, Selma Paley & Athea Lownsbury, Stage Technique Made Easy,
New York: M. S. Mill Co., Inc., 1942.

Films:

UNIT XI--THE SKIT

Objective

To give each child the opportunity to express himself, and to guide his creative imagination. To help him develop fine attitudes and appreciations towards the theatre.

Activities

1. Give oral reports on favorite actor or actress.
2. Introduce various types of plays.
3. A class of junior high students will benefit and enjoy it more if no attempt is made to produce a formal play. The students of this level can best present a simple skit in which the situation is pertinent.
4. The teacher should give a demonstration on the art of make-up.
5. The teacher could give the students a situation in which they would act out in form of pantomime or shadow boxes.
6. Encourage the student to become aware of the mannerisms and characteristics that distinguish one's personality.
7. Dramatize children's stories.
8. Plan for the best skit to entertain other classes.
9. Briefly discuss basic rules of acting.

Evaluation

1. Did the student develop self-confidence in appearing before an audience?
2. Does the student realize how to establish a character?
3. Did the student release some enter inhibitions?
4. Was the student able to free himself of extreme stage fright?

Resources

Books:

- Heffner, H. C., Selden, Samuel & Others, Modern Theatre Practices, Third Edition, New York, F. S. Crofts & Co., 1946.
- Axline, Virginia Mae, Play Therapy, Boston, Houghton Mifflin Co., C 1947.
- Baker, George Pierce, Dramatic Techniques, Houghton Mifflin Co., New York, C1919.
- Jones, Robert Edmond, Dramatic Imagination, Theatre Arts, 1941.
- Wood, Winifred, Playmaking With Children, New York, Appleton-Century Crofts, Inc., 1957
- Davis, Jed H. & Mary Jane Watkins Children's Theatre, New York Harper & Brothers, 1960.
- Walker, Pamela Prince, Seven Steps to Creative Children's Dramatics, Hill & Wang, New York.

Records

Films

UNIT XII--PUPPETRY

Objective

To encourage students to create a character and place it in an environment to his likeing. To practice oral interpretation techniques.

Activities

1. Students will create and design their own puppets.
2. Acquaint students with the history of puppets.
3. Discuss stage techniques for puppet show.
4. Discuss the use of puppets as entertainment on television and in the movies.
5. Allow students to write their own puppet show. These can be fairy tales, childrens stories, or original skits.
6. Allow the students to evaluate the puppet shows selecting the better ones to be performed for other classes.
7. Build Puppet Theatre

Evaluation

1. Did the student acquire freedom of movement and self confidence through the production?
2. Did the student emply techniques of oral interpretation?
3. Was everyone able to perform?
4. Was the student given an opportunity to use his creativity through the script, voice-variety, and staging the puppet show?

Resources

Books:

Baird, Bill, The Art of the Puppet, New York, The MacMillan Co., 1946.

Ficklen, Bessie Alexander, A Handbook of First Puppets, New York, J. B. Lippencott, 1936.

Mulholland, John, Practical Puppetry, New York, Arco Publishing Company, Inc., 1961.

Records

Films

ABC of Puppet Making--Indiana Films

Better How to Make a Puppet--Indiana University Films

Simple Hand Puppets--Indiana University Films

UNIT XIII--RADIO

Objective

To develop an ability to understand some of the technicalities of production and to develop a critical attitude toward his listening and viewing.

Activities

1. Study a list of 8 items associated with radio.
2. Plan a field trip to the local radio station.
3. Have students work in groups in writing skript.
4. Listen to radio announcers and discuss voice quality and tone.
5. Have a disc-jockey visit classroom and explain his job.
6. Give 30 minute radio shows.

Evaluation

1. Did the student achieve an understanding of the radio station.
2. Did the students establish a desire to listen and enjoy good radio.
3. Can the students pass a teacher made test?

Resources

Books

Kingson, Walter & Rome Cewgll, Radio Drama, Acting, and Production, New York, Rinehart & Company, 1950.

Records:

Films:

SPEECH I

TABLE OF CONTENTS**SPEECH I**

Storytelling
Informative Speeches
Persuasive
Biography
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Debates
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Prose Reading
One-Act Play

UNIT I--STORYTELLING

Objective

To use fundamental skills in the art of telling a story for pleasure and purpose.

Activities

1. Folk Tale--A story that deals with the folk customs of a race of people. Relate the past to the present society.
2. Biography--Reveal certain aspects in persons life. Empahsize the unique situation that made the person stand out. Student may give first person narrative.
3. Novel--Tell an important incident or incidents of a novel. Relate experience of characters to personal experiences.
4. Contemporary--Relate a story read in a recent magazine. Tell how it involves the problems of our society and how the problem was solved. If story is regional, try to use dialect of region.

Evaluation

1. Did student portray the character?
2. Was student able to convey the message or moral of the story?
3. Did the audience become involved in the situation?

UNIT II--INFORMATIVE SPEECH

Objective

1. To be aware of current ideas and relate them to the class.
2. To develop an appreciation of arranging speech material as a means of overcoming apprehension.
3. To transfer knowledge with an "eager to share" attitude.
4. To stimulate an active interest in current affairs at the local, state, national and international level.
5. To exercise clear thinking and informing the public on the issues and concerns of the American people.

Activity (Speech 3-5 Min)

1. Select three topics from local, state, and international levels. Prepare a speech from each level, being careful to document each speech with at least two references.

Resources:**UNIT III--Persuasive Speech****Objectives**

1. To train students to analyze a current issue, determine a point of view for himself, and then to organize and deliver extemporaneously a speech that seeks to persuade his listeners to agree with his viewpoint.
2. To use the "power of Persuasion".
3. To use voice inflections and tone quality to emphasize a point.

Activities

1. Select one of the great orators throughout history. Write a report on his life. Explain how he or she was able to persuade or inspire people to act. Can some of his methods be used today?
2. Have students select an idea that is controversial. Prepare a short talk defending the issue. Prepare to meet questions from other students and persuade them to agree with your idea.
3. Select issues from state and national levels. Prepare a speech to persuade the audience. Document it with at least two sources.

Resources

TIME, NEWSWEEK, VITAL SPEECHES OF THE DAY, OUR TIMES, SCHOLASTIC,
U. S. NEWS AND WORLD REPORT, Daily Newspaper and Encyclopedias

UNIT IV--BIOGRAPHY

Objectives

1. To relate to message or moral.
2. To take an experience and put it into one's own words.
3. To express an appreciation for people who worked hard to accomplish a goal in life.

Activities

- 1 Read a biography of a famous person. Explain what made or inspired the person to pursue his road to fame.
2. Could that person be great or famous today?
3. Use a visual aid to get the attention of the audience if the speaker wishes to do so.

Resources**BIOGRAPHIES****ENCYCLOPEDIAS****MAGAZINES****UNIT V--EXTEMPORANEOUS SPEECH****Objectives**

1. To practice the skills needed in searching for information.
2. To use dictionaries, almanacs, and Reader's Guide.
3. To organize thoughts and put ideas in proper order.

Activities

1. Choose a topic and begin to research material.
2. Instruct students to take all necessary information from resource material and write main ideas on note cards. Write the opening statement in detail. This is what attracts the attention of the audience. Outline the body of the speech. Write in detail the closing statements. The closing statements will be most important to the audience.

Resources

Library Books, Magazines, Encyclopedias and Almanacs

UNIT VI--IMPROMPTU SPEECH

Objectives

1. To encourage students to be creative.
2. To use knowledge at hand.
3. To stir students imagination.

Activities (Speech 3-5 Min.)

1. Assemble a set of topics on index cards. Let each student draw a card for his speech topic. Allow five minutes for preparation.
2. Pictures of inanimate objects may be drawn by the students. Each student should pretend to be the inanimate object. Allow five minutes to prepare.

Resources

1. Cut pictures from an old catalogue or magazine. Keep them in a folder. This is a good type of speech to do on Friday.
2. Ask the students to write a noun or adjective on an index card. Take up the cards and let them draw for a topic.

EVALUATION OF SPEECHES

1. Was the student able to establish rapport with the audience?
2. Did the student have good eye contact?
3. Was the student's posture pleasing to the eye? Did it distract the audience?
4. Did the opening statement gain the attention of the audience?
5. Did the speaker have his ideas well organized?
6. Did the student have knowledge of material he was talking about?
7. Was the conclusion as strong as the opening portion of the speech?
9. Did the student use too many "ahs"?
10. Did the student enjoy the experience of sharing information with others?

UNIT VII--DEBATE

Objectives

1. To train students to analyze a problem.
2. To conduct thorough and adequate research.
3. To present a strong case for or against a given proposition.

Debates exist only in a democratic society, and no democratic society exists without debate.

Choice: In all debates the affirmative and negative sides shall be determined either by mutual consent or by lot.

Time:

Constructive

1st Affirmative 10 Min.
1st Negative 10 Min.
2nd Affirmative 10 Min.
2nd Negative 10 Min.

Rebuttal

Negative 5 Min.
Affirmative 5 Min.
Negative 5 Min.
Affirmative 5 Min.

Activities

1. Through classroom discussions formulate a concept of debate.
2. Have the class debate on a single topic and point out after the discussion that there are only two sides of a question considered for and against
3. Compare a debate with a persuasive speech.
4. Learn basic debate terminology:

proof	analogy	generalization	logic
testimony	evidence	burden of proof	case
contentions	strategy	direct proof	brief
affirmative	pro	indirect proof	negative
con			

5. Develop stronger use of critical thinking.
6. Discuss planning a case, technical research, and writing speaker notes.

7. Set up rules for encouraging good debate etiquette.
8. Present a formal classroom debate.
9. Participate in a tournament if possible.
10. Discuss debate as a tool of democratic living.
11. Encourage students to read all available current material and discuss its advantages to the debater.
12. Study the lives of some famous debaters.

Resources

Evaluation

1. Did all students want to participate in a debate?
2. Did the students do proper research in library?
3. Did the students learn something that will help them in everyday life?
4. Did the debaters hold the attention of the audience?

UNIT VIII--POETRY INTERPRETATION

Objectives

1. To train the student to ascertain the meaning of poetry and to communicate that meaning to a listener.
2. To stimulate the reader's appreciation of literature.

Activities

1. Select poetry from each major period of literature (Romantic, Victorian, and Contemporary). Prepare selection and present to class.
2. Listen to poetry interpretation records.
3. Invite an advanced speech student to give a demonstration of poetry interpretation

Sources:

Works from Robert Browning, William Cullen Bryant, Lord Byron, Samuel Coleridge, Oliver Wendell Holmes, John Keats, Henry Wadsworth Longfellow, Percy Bysshe Shelly, Alfred Lord Tennyson, and John Greenleaf Whittier

Resources

Records (Nederland High Library)

"The Ransom of Red Chief"

"The Return of Roethke"--anthology of contemporary poetry.

"The Rime of the Ancient Mariner" written by Coleridge

"Clarrisa Harlowe"

"Reluctance"--Robert Frost reads his poetry.

Evaluation

1. Did the speaker read the poem with expression?
2. Did the student read the poem without chopping up the lines?
Could the audience feel the "flow" of the words?
3. Did the student understand the meaning behind the words?
If so, did the audience get the true meaning of the section?

UNIT IX--PROSE READING

Objectives:

1. To stimulate the student to find the meaning of printed prose and to communicate that meaning orally to his listeners.
2. To assist the student to develop critical techniques in the evaluation of prose.

Activities: (5-7 Minute Speech)

1. Public Address: This type of prose reading can be located in historical narratives. These are usually great speeches given by a president in a formal address to the nation. (Example--Lincoln's Gettysburg Address)
2. Written Commentary: News analysts write commentaries of national and international significance in current news magazines.
3. Literary Prose: Political and domestic ideas set forth to inform our society. It can also entertain the reader.

Sources:

NEWSWEEK, VITAL SPEECHES OF THE DAY, LIFE, TIME, Daily Newspapers, Biography, and Historical Narratives.

Resources:

- "I Can Hear it Now"--Narrative by Edward R. Murrow Vol. I & II
"Common Sense" written by Thomas Paine
"Romero and Juliet" by Andy Griffith

Evaluation:

1. Did the speaker read with expression?
2. Was the student able to convey the writer's meaning to audience?
3. Did the student's posture take away from the reading?
4. Was the student able to maintain some eye contact with the audience while he was reading?

UNIT X--One-Act Play

Objectives

1. To satisfy the competitive, artistic spirit with friendly rivalry among schools, emphasizing high quality performance in the creative art.
2. To foster appreciation of good acting, good directing, and good drama.
3. To promote interest in that art form most readily usable in leisure.
4. To learn to lose or win graciously, accepting in good sportsmanship the judge's decision and his criticism with a view to improve future productions.

Activity

1. Produce a One-Act Play. (Follow UIL Rules)

Resources

Filmstrips--Nederland High School Library)

"Straight Makeup for Boys"

Drama-Stage Manager"

"Character Makeup for Boys"

"Designing a Set"

"Macbeth-Analysis"

"Makeup for Girls"

"Managing a Show"

Evaluation

1. Did students enjoy working in the drama?
2. Were the students interested in making costumes, working with make-up and arranging the sets?
3. Did the students assume their responsibility for producing a play?

SPEECH II

TABLE OF CONTENTS

- Unit I--Voice and Diction
- Unit II--Storytelling
- Unit III--Poetry and Prose
- Unit IV--Choral Reading
- Unit V--Reader's Theatre
- Unit VI--Dramatic Interpretation
- Unit VII--Puppetry
- Unit VIII--Radio Speaking
- Unit IX--Discussion
- Unit X--Extemporaneous and Persuasive
- Unit XI--Parliamentary Procedure

SPEECH II

UNIT I--VOICE AND DICTION

Objectives

1. To review the parts of the vocal mechanism to understand all necessary terms and functions.
2. To aid the student in developing vocal variety and expressiveness.
3. To encourage vocabulary building and to increase the student's ability to use language effectively.
4. To teach the value of good diction on social and occupational levels now and for future success.

Activities

1. Ask each student to prepare a news item, a weather report, and a commercial announcement to read to the class, using good voice and style appropriate for each kind of material. Tape the readings for class evaluation.
2. Give a short-answer vocabulary test to determine the student's knowledge of the vocal mechanism. Through lecture and class discussion, explain any terms that the student's find hard to understand.
3. Demonstrate each step in the development of human speech. Explain that speech is a superimposed function upon organs that serve vital or life sustaining purposes.
4. In connection with "C", show 10 minute film, HUMAN VOCAL CORDS, from the Bell Telephone Company.
5. Set aside a few minutes each day for class exercises and drills on the areas of voice production which need improvement. A typical five-minute "warm-up" might include the following:
 1. For Relaxation
 - a. Yawn and open the mouth wider and wider--5 times.
 - b. Let the head fall forward on the chest. Raise the head gradually, take a deep breath and let the head fall forward again--3 times

- c. Move the head slowly around in a circle. Let the head be so much dead weight that the mouth will hang open. Repeat this 6 times.

2. For Breathing

- a. Place thumbs on hipbones and extend the fingers over the abdomen. Breathe out toward the fingers. Say "ah" for ten counts in exhaling. Feel the abdominal muscles push inward.

3. For Articulation

- a. Six, slim, silver, slinking coyotes slyly slipped through the side fence. The suprised and sleepy farmer seized his gun and shor sixteen sheels in senseless frenzy. One coyote sank in the slimy marsh, but the others escaped.
- b. Riding to his wedding over the wet roads, Fred raced rapidly to his little red Willis. A white rat ran right under the Willis. The already wilted Fred winced, but soon realized that the white rat had really run between the wide rear wheels.
- c. Amidst the mists and fiercest frosts
With barest wrists and stoutest posts
And still insists he sees the ghosts.

- 6. Determine sepecific difficulties and provide individual students with appropriate exercise material. (The text book and references listed in this unit contain excellent suggestions and selections for drill.)

- 1. Students may work individually for self improvement by using a TOK-BACK articulator, available from Tok-Back Voice Reflector, P. O. Box 5045, Berkeley, California 94715 for 2.98 each.

- 7. Let the class listen to Rex Harrison as Professor Henry Higgins singing "Why Can't the English Learn to Speak" in the original cast ablum of My Fair Lady, the musical based on Shaw's Pygmalion. Can any of the Professor's complaints be applied to pronunciation difficulties faced by Americans? by the speech class? Lead a discussion on the problems of pronunciation and help students determine acceptable standards of pronunciation for the speech class. Consider these questions:

- 1. What is correct pronunciation?
- 2. Who determines the standards of acceptable pronunciation?
- 3. Is there a single standard of American pronunciation?
- 4. What are the basic regional variations?
- 5. What is the difference between formal and colloquial Pronunciation

6. What guides or cautions should be observed in using the pronunciation guides of a dictionary?
7. What persons in the community speak in a manner that is acceptable to the class as a model for good diction?
8. Study the recorded voices of Franklin Roosevelt, John F. Kennedy, and Lyndon Johnson and notice the regional differences apparent in their pronunciations.
9. Plan a series of short assignments which may be used at intervals throughout the course to aid students in improving their pronunciation.
10. Ask each student to select a speech published in a collection such as VITAL SPEECHES OR REPRESENTATIVE AMERICAN SPEECHES and prepare to read part of it to the class. Each student will begin with an appropriate introduction in which he tells the speaker, the occasion, the purpose, and why he has chosen this particular speech to read.
11. To achieve greater vocal variety explain to students that meaning is implied by the way we say something.
 1. Demonstrate how the sound "oh" can have many meanings.
 2. Have students practice on another sound.
 3. Give two students a particular situation and let them carry on discussion in letters, nonsense syllables or numbers.

Evaluation

1. Has student gained an understanding of physiological aspects of voice production which he can use independently for self-improvement.
2. Does the student display an increased desire to improve his voice quality and pronunciation?
3. Has the student developed more competence in the use of dictionaries?
4. Can student convey thought more clearly and meaningfully when reading aloud?

Resources

- Hedde, Wilhelminia, W. M. Brignance, and Victor M. Powell, THE NEW AMERICAN SPEECH, New York, J. B. Lippincott Co., 1963, pp. 55-98
- Elson, E. F. and Alberta Peck, THE ART OF SPEAKING, Boston, Ginn and Co., 1966, pp. 43-86.

Records

Norman, Richard, HOW TO IMPROVE YOUR VOCABULARY AND SPEECH--Carlton.

UNIT II--STORYTELLING

Objectives

1. To acquaint student with history of storytelling.
2. To encourage imagination, perception, spontaneity, and concentration.
3. To increase student's ability to organize material.
4. To enhance his awareness of the pleasure in sharing a good story with an appreciative audience.
4. To aid him in using stories for variety and emphasis in other speaking situations.
5. To continue to develop speech skills.
6. To continue to develop listening Skills.

Activities

1. Have students start speech notebook in which class notes, assignments, materials, selections for interpretation, rating charts and other information is kept.
2. Students find three short humorous anecdotes which relate to a single topic or idea, then make a short talk to class in which anecdotes are used to illustrate a point.
3. Lecture and discussion on differences between short story, fable, allegory, adage, myth, parable and proverb.
 1. Before the beginning of this unit, find and assign short selections from each category. Teacher lecture will be illustrated by students giving oral examples of each.
4. Develop a plan for selection, preparing rehearsing a story for presentation.

5. Ask students to examine several public speeches such as VITAL SPEECHES and try to find at least one example of each of the following uses of stories. List author, occasion, title of speech, how story was used in speech and the story itself.
 1. A story used to introduce a speaker.
 2. A story used to acknowledge an introduction.
 3. A story used to relieve the tension of a serious speech.
 4. A story used to illustrate one of the main points.
 5. A story to express the central idea or theme.
6. Library assignment to familiarize students with indexes, references, and anthologies which will be used to select material for storytelling.
7. Using READER'S DIGEST write out ten anecdotes or short stories, then decide what they could be used to illustrate, what speech topics could be enhanced with these stories?
8. Each student will select a story he likes and will appeal to the class. He will prepare the story and present it to the class. The original dialogue should be retained where possible. A neat copy of the story (as it is presented in class) will be kept for his notebook.
9. Organize a "roving troupe" to visit elementary and/or junior high classroom to tell their stories. Or make arrangements with the municipal library for storytelling sessions in the afternoon.

Evaluation

1. Did the study enrich the student's appreciation of literature?
2. Did the student become aware of the various types of stories and of right choices of stories for specific audiences?
3. Did the student display an understanding of storytelling techniques?
4. Is the student more aware of the use of stories in public speaking?
5. Is he increasing his speech and listening skills.

Resources

Books

Hedde, Wilhelmina G., W. M. Brigance and V. M. Powell, THE NEW AMERICAN SPEECH, New York, J. B. Lippincott, Co.,

Records

Brennan, Walter, Stories of Mark Twain, Columbia Record Club.

UNIT III--POETRY AND PROSE

Objectives

1. To understand the relationship of the author, the reader, and the audience in the re-creation of the printed word.
2. To understand that interpretation is a highly selective art.
3. To develop command of the techniques for discovering meaning in the printed word.
4. To help the student to understand the differences between prose and poetry and to develop techniques for the interpretation of various forms of literature.
5. To improve his pronunciation and articulation.
6. To emphasize to the student his role as a translator between the author and the audience.

Activities

1. Discuss "What determines literary worth?"
2. Consider the factors to be observed when making a selection of material: audience, speaker, occasion. Assign situations and occasions to students for which they should find an appropriate selection. These should be read in class.
3. For thorough understanding of each selection, show the necessity of careful analysis. Using the selection from "B", analyze it using the following pattern:
 1. Thought Analysis
 - a. Read entire selection to get the authors general meaning.
 - b. Know the meaning of every word as it is used in the selection.
 - c. Understand all figures of speech.
 - d. Understand word groupings and their relationships to each other.
 - e. If the selection has characters, picture them.
 - f. Paraphrase or outline the selection.

2. Attitude Analysis

- a. Find out the author's attitude, mood, feeling, and purpose. This can be done by finding out something about the author.
- b. Find out the setting for finding out the time and the place the selection represents.
- c. Why did the author choose this particular title? This may take some research, but the theme is usually given in title.

4. Study the differences in prose, poetry, and drama.

1. Discuss the speaker's point of view in interpreting each.
2. Play recorded examples of each type to illustrate differences.
3. For notebook have students keep an example of each: poetry, prose, and cutting from a drama.

5. Discuss method of marking manuscripts for pause and emphasis.

6. Listen to recordings of distinguished readers and literature. Notice pauses, word groupings, inflections and voice qualities.

7. Practice using different voice qualities to convey meaning. Ask students to count from one to ten in a tone that will suggest each of these feelings: sarcasm, ecstasy, fear, conceit, scorn, anger, fatigue, love, surprise, boredom, weakness, sorrow, and mystery.

8. Ask students to say each of the following words five times and to try to suggest the emotion of the word in the sound.

Ugly	dead	grand	scream	brave
cold	clean	bump	joy	nasty
sweet	rasp	glad	shocking	bold

9. Ask each student to select a poem for study, and to mark them for pause and emphasis. He should draw upon his own emotions and experiences in conveying images and emotions to his listeners.

10. Divide the class into groups of four or five and have each group present a fifteen minute program of poetry and prose reading based on a single theme. Be sure that each group plans an appropriate introduction to the program.

11. Let class choose one of the best programs for recording. Share tapes with and English class and ask for comments and suggestions.

12. Have students choose a dramatic piece of literature in the first person they can read in class. They should strive to make the character "come alive" through their interpretation.
13. Have each student choose, analyze, adapt, and present a selection to the class.
14. Demonstration by talented student.

Evaluation

1. Does the student display an increasing ability to convey meaning in oral reading of prose and poetry?
2. Is he able to select material for interpretation with good taste and discrimination?
3. Is he capable of getting the meaning from the page in both oral and silent reading?
4. Are his skills in using the mechanics of interpretation improving?
5. Is he able to listen with greater understanding and satisfaction?

Resources

Books

Hedde, Wilhelmina G., William Norwood Brigance, and Victor M. Powell, THE NEW AMERICAN SPEECH, New York, J. B. Lippincott Co., 1963, pp. 255-306.

Elson, E. F., and Alberta Peck, THE ART OF SPEAKING, Boston, Ginn and Co., 1966, pp. 439-493.

Records

Understanding and Appreciation of Poetry, Folkways

Stuart, Jesse, The Thread that Runs So True, Prose and Poetry Enrichment Records.

Donne, John, The Sun Rising, Untermeyers, Lous

UNIT IV--CHORAL READING

Objectives

1. To motivate a clearer understanding of literature for oral interpretation.
2. To encourage the timid to use their voices.
3. To encourage cooperation and pride in a group activity.
4. To develop a sense of rhythm and meaningful delivery.
5. To aid in improving diction.

Activities

1. Discuss terms used in choral Reading. These should be defined and kept in the student's notebook for reference.
 - A. Refrain: The solo with repetition lines by the chorus
 - B. Antiphonal: The two part arrangement, with statement or question by one half of the choir and response from the other half.
 - C. Section: Division of the groups into three or more parts
 - D. Line-A-Person: Series of solo lines with interpolations by entire chorus.
 - E. Cumulative Sequence: Adding or subtracting of voices to achieve special effects.
 - F. Dialogue with comments: Assigning of solo parts of characters in reciting the explanations and transitions.
2. Introduce direction symbols to students and have them practice in class on responsive reading assignments.
3. Listen to records of Choral Readings. Discuss the origin of the speaking chorus in early Greek Drama.
4. Do short drills in unison giving special attention to enunciation of consonants and endings such as "ing", "ed", etc.
5. Divide the class into light, medium and dark voices. To do this, have two students read together simple poems or nursery rhymes, then discuss what the predominate quality of each voice is. Continue until the whole class is divided.

6. Read through choral readings in class. Analyze the meaning, the message, the mood. Define any words or terms that may puzzle students. Understand the selection!
7. Assign parts for an effective presentation, Rehearse and rearrange. Strive for perfection. This activity should be presented before an audience such as PTA, School Assembly.

Evaluation

1. Did the students learn to cooperate in a group activity?
2. Do the students have an understanding of rhythm and meaningful delivery.
3. Does the student have a greater appreciation for literature expressed orally.

Resources

Books

Records

UNIT V--READER'S THEATRE

Objectives

1. To develop skill in conveying ideas and emotions with the voice.
2. To acquaint students with various authors and plays.

Activities

1. Discuss a brief history of the development of drama.
2. Develop with the students standards for selecting a suitable play for reading and for making cuttings from the play for presentation to the class.
3. Acquaint the students with the special reading skills involved in platform reading.
4. Select a play the class is familiar with, for example, Shakespeare's *MACBETH*. Volunteers from group may demonstrate various devices used in Reader's Theatre.
Example:
 - A. With readers standing, stepping forward as they "enter" experiment with the Witches scene. Use no lecterns.
 - B. With readers standing at lecterns, give the various scenes between Macbeth and Lady Macbeth.
 - C. With readers seated in chairs, averting their bodies when "offstage", present the sleepwalking scene. A narrator may be used; he will speak directly to the audience.
 - D. Using the sleepwalking scene, have students stand with backs to audience when "offstage" and turn to face audience when onstage.
5. Divide class into five or more groups. Each group will select, arrange, rehearse and present a cutting from a play of each major theatrical period. Suggestions:
 - A. Greek or Roman Period, Sophocles' *ANTIGONE*
Euripides' *MEDEA*
 - B. Medieval Period, *EVERYMAN*
THE SECOND SHEPHERD'S PLAY
 - C. Elizabethan Period, Shakespeare's *KING LEAR*
Marlowe's *DR FAUSTUS*,
GAMMER GURTON'S NEEDLE
Udall's *RALPH ROISTER DOISTER*
Shakespeare's *TAMING OF THE SHREW*
TWELFTH NIGHT

- D. Eighteenth Century, Goldsmith's SHE STOOPS TO CONQUER
Sheridan's THE RIVALS
Gay's THE BEGGAR'S OPERA
- E Nineteenth Century, Wilde's THE IMPORTANCE OF BEING EARNEST
Ibsen's A DOLL'S HOUSE
Chekhov's THE BOOR
THE MARRIAGE PROPOSAL
- F. Twentieth Century, Miller, ALL MY SONS
DEATH OF A SALESMAN

Discuss the differences in the play structures, dialogue and characterization. Record the selections on tape. These may be played in English classes.

6. Have students select the play reading that was the most skillfully performed. Invite other classes to see the play.
7. If possible, take students to a local theatre to tour it and see how various styles of drama are presented. If a Reader's Theatre production is scheduled, arrange for class to see it.

Evaluation

1. Test over subject matter.
2. Has the student's ability to handle manuscripts for platform reading improved?
3. Has student's appreciation and understanding of plays increased?
4. Compare recordings made earlier in year with recordings made during this unit for evaluation of progress of voice and diction.

Resources

Books

Hedde, W. C., W. N. Brigrance, and V. M. Powell, THE NEW AMERICAN SPEECH, New York, J. B. Lippincott Co., 1963.

Robinson, Karl F. and Charlotte Lee, SPEECH IN ACTION, New York Scott, Foresman and Co., 1965, pp. 457-479.

Records

Shaw, G. Bernard, Don Juan In Hell, Columbia

UNIT VI--DRAMATIC INTERPRETATION

Objectives

1. To introduce the students to the oral interpretation of drama.
2. To develop principles of interpretation further into the use of bodily action to convey mood, feeling, etc.
3. To begin to attempt to understand the behavior of people.

Activities

1. Discuss stage movement, including areas of stage, business, movement, action.
 - A. Practice crossing to chair and sitting, rising and crossing back.
 - B. Rehearse Theatrical Stance
2. Pair students and have them cut a duet acting scene that they will present to the class. They will block the action, gather all props needed and costume the scene. Suggestions in Reader's Theatre Unit.

Evaluation

1. Has the student developed an ability to handle himself gracefully and adequately on the stage?
2. Has student's appreciation and understanding of plays increased?

Resources

Books

Records

UNIT VII--PUPPETRY

Objectives

1. To provide an opportunity for creative thinking.
2. To provide an opportunity for vocal exercises through enjoyable activities.
3. To practice oral interpretation techniques.
4. To afford an opportunity to release inhibitions with a puppet.

Activities

1. Lecture on history of puppets.
2. Demonstrate the different methods of making puppets from socks, clay, or paper mache.
3. Discuss stage techniques for puppet shows.
4. Using a short story, fairy tale or original skit write script for a puppet show and present it to class.

Evaluation

1. Did the student acquire freedom of movement and self-confidence through the production?
2. Was the student given an opportunity to use his creativity through the script, voice variety and staging of the show?

Resources

Books

Encyclopedia, Americana, Vol. 23, pp. 24-29d. Land McNally, 1962.

Worldbook, Childcraft, Vol. 9, pp. 193-206, Field Enterprises, 1968.

Records

UNIT VIII--RADIO SPEAKING

Objectives

1. To culminate all the principles of interpretation into performance activities.

Activities

1. Discuss various sound effect procedures. How are these sounds made? Listen to a record of sound effects and discuss how these may have been made.
Examples: Gravel Box, Thunder, Rain
2. Discuss how music aids the listener to feel moods. Have students listen to instrumental music and write what mood or scene is suggested to them. Classical music is better for this because "popular" songs often have personal connotations that are not related to the overall mood.
3. In relation to "B" have students watch a suspenseful TV program, such as "Mission Impossible" with the volume turned completely down for 10 minutes and then add the sound. Notice the difference in mood felt with the sound.
4. Find script of short radio drama, or adapt a story or play suitable for taping as a radio drama. Plan to use a variety of sound effects, suitable music and select students to read the parts. See that each student has a particular job to do.
5. Discuss the radio hand signals used and why they must be used. Have a drill to familiarize students with these signals.
6. Present the radio drama for taping. Have a student director, music technician, sound effects crew, speakers, etc.

Evaluation

1. Have students adapted the principles of interpretation to the to the new situation?

Resources

Hackett, W. A., Radio Plays for Young People, Boston Plays, Inc., C. 1950.

UNIT IX--DISCUSSION

Objectives

1. To encourage students to develop an inquiring mind that is guided by reason and mature judgment.
2. To introduce the students to problem-solving techniques
3. To encourage awareness of problems around the student on the local, state, national and world level and the need for interest and involvement in the solutions to these.

Activities

1. In class discussion, make a list of several problems or areas of concern. These should be timely, interesting and pertinent to the students. The teacher, should encourage the students to develop an interest in national affairs in preparation for citizenship responsibilities. For example, during an election year some of the following types of discussions may be held:
 - A. Who are the major political Presidential candidates? What are their backgrounds? What are their current views on the pressing issues?
 - B. How can our present system of nominating Presidential candidates be changed to better serve the will of the people?
 - C. Should we abolish the electoral college and establish another system of electing our heads of state?
 - D. What are the hazards and assets of neutrality on a world wide scale?
2. Discuss with the students the value of being informed and of developing our opinions wisely and rationally. Select a controversial subject and ask for student comments on their opinions. After each comment, ask why they feel this way, who he knows that shares his opinion, and where has the majority of his information on the subject come from. Has he been influenced by special interest groups or groups who tend to be prejudiced? Has he ever taken time to look up information from printed sources on the subject? Does he know what political, social and religious leaders think about the subject?

Assign each student to look up at least one reference in the library on the subject. Does the author of the article agree with what the student feels? What different opinions does the author have?

3. Divide the students into groups of fours or fives. Have each group select an area of discussion for a symposium panel. Divide the subject into topic areas and assign these to various group members. Select a chairman and prepare the topic for discussion. Present this before the class.
4. After each symposium panel, open the discussion to the floor.

Evaluation

1. Are the students competent as discussion leaders?
2. Have students demonstrated an understanding of the need to document ideas and beliefs?
3. Have the students developed or enhanced a respect for the opinions of others even though they may be conflicting.

Resources

Films

Speech-Conversation, University of Texas, Visual Instruction Bureau, Rental \$2.25

Speech-Group Discussion, University of Texas, Visual Instruction Bureau, Rental \$2.25.

UNIT X--EXTEMPORANEOUS AND PERSUASIVE SPEAKING

Objectives

1. To develop the student's ability to organize his thoughts whenever the need arises by drawing on the information he has amassed through reading and study.
2. To help the student to understand the drives or motives that cause people to act.
3. To acquaint students with the factors that hinder the acceptance of reason and cause resistance to action.
4. To aid the student in developing a sense of responsibility when seeking to motivate others to action.

Activities

1. Discussion on scientific research in the field of persuasion and the need to be informed.
 - A. Mass communication effects are powerful. They influence all phases of American life and remain a contributing force to attitudes and opinions long after the sources are forgotten.
 - B. The spoken word is much more effective than the written work, and when spoken in person, the impact is greater than when spoken over such medias as radio and television.
 - C. Repetition systematically causes a speaker's ideas to "stick" with us longer.
 - D. To persuade a listener, you must appeal to his wants. Several methods of influencing public opinion are:
 1. Get listeners attention
 2. Get them to identify with you or gain their respect
 3. Base reasoning and evidence on culture patterns and basic desires.
 4. Know and identify with you listeners' attitudes at the time you speak.
 5. Reaffirm old attitudes and vitalize hopes, desires, ideals and values.

2. Using current news magazines or newspapers, have students select a particular article or story to read, study, and then present the class with the information. After each speech, ask the audience if the material was presented clearly and authoritatively. What could the speaker do to improve?
3. From VITAL SPEECHES or other sources study the introduction to five speeches. Imagine yourself as a member of the audience. Would these introductions gain your attention and make you want to hear the rest of the speech? What do you find lacking in your own introductions?
4. Prepare a list of current topics that would be suitable for informative speaking. Select a topic, research it, and present it to the class.
5. Prepare a list of topics suitable for persuasive speaking. Research a topic and present it to the class.
6. Prepare a sales talk in which the student will try to sell a product, an idea or an attitude to the class. Have the audience fill out a questionnaire stating what their feelings are before and after the speech. Have they been persuaded.
7. Draw a topic from a number of current event topics, organize and present a 5 minute talk with no more than 15 minutes of preparation time.

Evaluation

1. Is student aware of the place of reason and argument in persuasion?
2. Does the student use emotional appeals reasonably?
3. Can the student respond quickly and effectively in speaking situations?

Resources

Representative American Speeches

Nesbit, W. D. , Speeches After Dinner, New York, Reilly & Lee Co., 1927

Platz, Mabel, Anthology of Public Speeches, Wilson, 1940.

Copeland, Lewis, The World's Greatest Speeches, New York, Garden City Publishers Co., 1942.

UNIT XI--PARLIAMENTARY PROCEDURE

Objectives

1. To develop more responsible citizens.
2. To learn to apply the rules that govern democratic procedure in meetings.
3. To learn the value of organization to facilitate clear thinking and efficiency in problem solving.
4. To familiarize students with currently acceptable rules of parliamentary procedure.
5. To teach the student to adapt rules to fit each specific situation using Robert's Rules of Order as a basic guide.

Activities

1. Discuss the value of rules and by-laws. Why is it so important to avoid confusion in meeting situations? Why are rules and by-laws more necessary in a democracy than in a dictatorship situation?
2. Select a controversial issue or problem. Without any rules of conduct ask the class to tell how they feel about it. Stop the class when students begin sharing their opinions all at once or with a few in a huddle. Then set up basic rules for discussing the issue with a goal of proposing a specific solution or arriving at a unanimous feeling about the subject. Conduct the class under these rules.
4. Organize the class into an organization. Follow procedure set up in text. Elect temporary officers, appoint a constitution committee, discuss and adopt a constitution.

Evaluation

1. Quiz over parliamentary practices. Vocabulary, adapting to the situation, etc.
2. Can student see the necessity of guidelines in a meeting?
3. Does student see the value of compromise?

Resources

Films

Speech--Conducting a Meeting-- University of Texas, Visual Instruction
Bureau, Rental fee \$2.00

Parliamentary Procedure in Action, Coronet, (2nd Edition) The
University of Texas, Educational Motion Pictures.

SPEECH III

SPEECH III

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SPEECH III OVERVIEW

The principles of democracy can be applied at this advanced level by giving the student more freedom in selecting activities.

A sense of responsibility will be developed or enhanced by letting students work at their own rate. Each student will be responsible for scheduling and developing and presenting his performance.

A competitive spirit will be the motivation in the class. A certain number of foundation projects will be required. Additional work undertaken at the student's own initiative will enhance his basic grade.

The students will be encouraged to be as creative and productive as possible. Their suggestions for activities and curricular improvements in speech will be encouraged.

A system of self evaluation will be instituted to encourage perfection.

SPEECH III OVERVIEW

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Group Projects	Individual Projects	Semester Projects	Extra Credit
<p><u>Synposium panels</u> (required)</p> <p><u>Sample Topics</u></p> <p>Presidential Candidates platforms, backgrounds Current Problems Gun Legislation Causes, Control & Violence in America Civil Rights Changes in Draft Procedures</p> <p>Due: Acting (elective)</p> <p>Choral Reading (req.)</p> <p>Debates (Either)</p> <p>Play (UIL-Selective)</p> <p><u>Evaluation</u></p> <ol style="list-style-type: none"> Self Evaluation by student <ol style="list-style-type: none"> Is this my best effort? Am I dissatisfied with the end results? Why? What will I do to improve my performance? Teacher Evaluation <ol style="list-style-type: none"> Has student shown interest and enthusiasm in assignment? Has student accepted responsibility and worked independently? Daily Performance 	<ol style="list-style-type: none"> Extemporaneous speaking Persuasive speaking Poetry Prose Oratory Special Occasion speaking Humorous Interpretation 	<p><u>Drama</u></p> <ol style="list-style-type: none"> Write 1-act play; design set and costumes Select script, suitable for filming. Direct and present movie to class. 12-15 min. long. Develop and present an original 10 min. pantomime fully costumed with sound effects, music. Refinish furniture for stage scenery. Using fairytale, or children's story write script, make puppets, stage and present 15 min show. May use special effects Research Paper <p><u>Debate</u></p> <ol style="list-style-type: none"> Compile complete, detailed brief on current topic. Prepare a file and research current interest topics. Present informative and/or persuasive speeches. Take part in at least two tournaments. 	<ol style="list-style-type: none"> Participate in Spc. tournaments Participate in Extra-Curr. Spc. Activities. Research Aide for Debators Compiling duet acting scene Attending plays in area Put up bulletin-boards pertaining to speech Submit Information and/or Persuasive topics including at least one reference topic. Typing assignments as needed

CONTEST SPEAKING UNIT

Objectives

1. To encourage competition to motivate student to highest level of performance.
2. To encourage a sense of good sportsmanship and fair play.

Activities

1. Give brief origin of contest speaking. Have students who have competed in contests explain the values. Did they find the contest enjoyable? Why? Would they encourage other students to compete? By observing contestants from other schools, what opinions do you develop about these schools? About the students?
2. Discuss the values of good sportsmanship and exemplary conduct at tournaments. Discuss what each student can do to make the tournament a pleasant, competitive atmosphere?
3. Pass out copies of judges score sheets to students. Explain points judges watch for.
 - A. Using a selection suitable for contest present it to class under the following conditions
 1. Tape the selection and play it back. The student will evaluate his own performance.
 2. Present the selection to the class and have 4 or 5 students in the audience act as judges and rate the students.
4. Organize the class into a tournament planning committee. Have them organize a tournament format, develop a theme, list each activity with its rules, draw up judges ballots, assign events to specific rooms in the school, in short, do all preliminary groundwork necessary to organize a tournament.
5. Attend and participate in and evaluate several tournaments.
6. Acquaint students with UIL time limits, the use of hand signals, stop watches and time cards.

Evaluation

1. Have students displayed an eagerness to participate.
2. Does the quality of performance indicate the student is trying to improve?
3. Do the students demonstrate a sense of fair play and good sportsmanship?

DRAMA

Objectives

1. To provide culturally enriching activities for the students.
2. To provide creative activities which may have personal and therapeutic values for the students.
3. To practice through group activities citizenship responsibilities and principles of a democratic society.
4. To create a more discriminating audience which demands a high standard of dramatic entertainment.

Activities

1. Study History of Drama
 - A. Make masks, models, or costumes that originated at the various levels of development.
 - B. Study and write a paper on the religious, social, and psychological factors that characterize each period of theatre history.
 - C. Read, cut, rehearse and present short scenes from three different eras of drama to illustrate differences and involvement.
2. Study the structure of the drama to introduce the student to quality dramatic works and to enhance the students' ability to critically analyze plays and performances.
 - A. Attend live performances and write reviews. Compare these views with comments written by professional critics.
 - B. Write a report on "Dramatic Critics." Why are their opinions respected? What backgrounds do they need?
3. Study the roles of members of the dramatic community? What is their purpose? How does their role fit in with the role of the entire group?
 - A. Make a notebook including pictures and articles of well-known
 1. Directors
 2. Producers
 3. Actors
 4. Scene Designers
 5. Costume Designers

4. Identical Aspects of Drama

- A. Study the various styles of scenic design.
 1. Read a play and design three different sets for the play, one from each of three scenic styles. These can be models or perspective elevations.
 2. Write report on the influences that brought about changes in design.
 3. Study the lives of three well-known scenic designers. In a notebook include sketches and/or pictures of some of their sets and notes on their careers.
- B. Costume Design
 1. Using doll models, costume the entire cast of a play. List references and research.
 2. Design and make costumes for a student in the class. The designer will discuss the play, the role, the characterizations and the other factors that contributed to the design.
 Note: If several students do this project, a style show of theatrical fashions may be scheduled and shown to Home Economics and/or English classes.
- C. Theatrical Make-Up
 1. Show films on designing and applying stage make-up, both straight and character.
 2. Give demonstrations in class of such items as nose putty, crepe hair, hair whitener, liners, etc.
- D. Principles of Acting
 1. Rehearse and present group mimes and pantomimes.
 2. Study terms pertaining to theatrical language such as: legitimate theatre, tragedy, farce, melodrama, etc.
 3. Collect pictures of scenes from plays which show actors in a variety of groupings.
 4. Discuss and demonstrate Staislavsky's "Method"
 5. Make a report on superstitions associated with acting.
- E. Culmination of all activities into the production of a one-act play.

Evaluation

1. Have students shown serious considerations and critical evaluations of dramatic works

Resources

- A Handbook for Teachers of Secondary Drama, Texas Education Agency, Austin, Texas, 1967.

DEBATE

Objectives

1. To develop or enhance logical thinking.
2. To help the student analyze and comprehend the debate resolution.
3. To demonstrate the value of assimilating facts and arriving at logical conclusions.

Activities

1. Discuss in class the situation now or the status quo. What factors must be considered before a change is introduced?
2. Give a three minute speech in which the student states the proposition, defines the terms and states the issues.
3. Library research to document debate contentions
 - A. Find examples of direct evidence to support contention.
 - B. Find presumptive evidence in support of contention.
 - C. Find evidence from judicial notices, public record, testimony of witness.
4. Have guest speakers who are associated with areas of concern speak to group.
5. Develop a debate brief for several different cases. Present these debates in class.
6. Attend debate tournaments
7. Review judges critique sheets in class after each tournament
8. Give persuasive speeches for and against the debate proposal. Have class give constructive critique.
9. Work in groups to assimilate evidence or standard evidence cards and exchange material. This gives each student access to more material.
10. In discussion groups, develop verbal illustration for evidence to make speeches more attractive and attention-getting.

11. Review rules of Interscholastic League competition.
12. Hold cross-examination debates on the current topic.

Evaluation

Resources

1. Interscholastic League Handbook
2. Elson and Peck, The Art of Speaking, Boston, Ginn & Co., 1965.
3. Freeley, Austin J., Argumentation and Debate, San Francisco, Wadsworth Publishing Co., 1961.

SCHEDULE OF SPEECH III

<u>First Nine Weeks</u>	<u>Second Nine Weeks</u>	<u>Third Nine Weeks</u>	<u>Fourth Nine Weeks</u>
1. Basic Review	1. Contest Planning	1. Semester Projects	1. One-Act Play
2. Individual Spc. Assignments	2. Choral Reading (In connection with Christmas Program)	2. Contest Activities	Directed by an advanced student
3. Symposium Panels		3. Extra	
4. Elective Activities	3. Individual Assignments	4. Interscholastic League contest work.	
A. Duet Acting			
B. Debate			
5. Extra Activities	4. Extra		
Study the history of Drama			

Note: Semester Projects are assigned during this grading period so the instructor can be somewhat relieved of heavy grading work, and lectures. Time can be devoted to preparation for UIL activities.

TO THE STUDENT

What is science? Perhaps you might answer by saying that exploring space is science. Or that inventing new machines is science. Or that experimenting with new cures for diseases is science. These answers are certainly not wrong, but each is only partly correct. Science is indeed a matter of exploring, of inventing, of experimenting. These are things that scientists do. There are other things that scientists do - for example, observing, measuring, verifying, hypothesizing, and others that may be familiar or unfamiliar to you.

Briefly, we can say that science is a way that people have developed for getting trustworthy information about all the objects and events around us. It begins with observations that can be checked by many people. And it leads to big ideas that explain how the world and the universe work.

Scientific knowledge is increasing rapidly. But the methods by which new knowledge is found have changed surprisingly little. Modern scientists deal with problems in much the same way scientists have gone about their work for several centuries. Of course modern scientists have many more instruments to help them make accurate observations and they have computers to help them solve problems.

You have no doubt yourself used methods of science to solve problems, probably without realizing you were doing so. You look at things, listen to them, smell them, and touch them. You discuss such observations with your friends, sharing your observations, and comparing yours with theirs. You may check your observations by reading what others have written about their observations. You make guesses about things you do not understand. And then you check your guesses by looking, listening, smelling, touching, discussing, and reading some more. When you think you have gathered enough information about a problem you decide on a possible answer. The scientist would say that you have observed, hypothesized, collected data, and come to a conclusion. These are some of the processes of science.

This year, you will learn to make better use of the processes of science. You will discover much knowledge that will be new to you. You will also use scientific methods to communicate your knowledge to others. And you will learn some basic principles of science that will help you understand how scientists explain the natural world. The science course you are about to begin is called "A Search for Structure." Most of your class time will be spent in laboratory work: conducting investigations, collecting data, recording data, and discussing your findings with others. This is not only a useful way to study science but, as noted before, it is also the way in which scientists themselves work.